



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P1**

**FEBRUARY/MARCH 2018**

**MARKS: 70**

**TIME: 2 hours**

**This question paper consists of 12 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:  

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language structures and conventions	(30)
2. Read ALL the instructions carefully.
3. Answer ALL the questions.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Leave a line after each answer.
8. Pay special attention to spelling and sentence construction.
9. Suggested time allocation:  

SECTION A: 50 minutes
SECTION B: 30 minutes
SECTION C: 40 minutes
10. Write neatly and legibly.

**SECTION A: COMPREHENSION****QUESTION 1: READING FOR MEANING AND UNDERSTANDING**

Read TEXTS A and B below and answer the questions set.

**TEXT A****HOW SOCIAL MEDIA IS A TOXIC MIRROR**

- 1 We've long understood that movies, magazines and television damage teens' body image by enforcing a 'thin ideal'. Lesser known is the impact of social media on body confidence. With the rapid ageing down of smartphone ownership, most parents spend 'digital parenting' time on character coaching, making sure their kids think before they post comments and refrain from cyberbullying. For at least a decade, educators like me have argued that social media's biggest threat was its likeness to a bathroom wall, letting teens sling insults with the recklessness that comes only with anonymity. 5
- 2 Not any more. Social media has also become a toxic mirror.
- 3 Earlier this year, psychologists found robust cross-cultural evidence linking social media use to body image concerns, dieting, body surveillance, a drive for thinness and self-objectification in adolescents. Note: that doesn't mean social media *cause* the problems, but that there's a strong association between them. 10
- 4 Visual platforms like Facebook, Instagram and Snapchat deliver the tools that allow teens to earn approval for their appearance and compare themselves to others. The most vulnerable users, researchers say, are the ones who spend most of their time posting, commenting on and comparing themselves to photos. One study found that female college students who did this on Facebook were more likely to link their self-worth to their looks. Interestingly, while girls report more body image disturbance and disordered eating than boys, studies have shown that members of both genders can be equally damaged by social media. 15 20
- 5 And thanks to an array of free applications, selfie-holics now have the power to alter images of their bodies in pictures in a way that's practically on par with applying make-up and other beauty products. If the Internet has been called a great democratiser, perhaps what social media have done is let anyone enter the beauty pageant. Teens can cover up pimples, whiten teeth and even airbrush with the swipe of a finger, curating their own image to become prettier, thinner and hotter. 25
- 6 All this provides an illusion of control: if I spend more time on and really work at improving myself, I can be beautiful. 'I don't get to choose how I'm going to leave my apartment today,' one young woman told me. 'If I could, my body would look different. But I can choose which picture makes my arms look thinner.' 30
- 7 But invariably, the line between a 'like' and feeling valued becomes blurred. 'I think it affects teens subconsciously, just seeing how many 'likes' they get and how much attention they get just for how they look,' one 16-year-old told me.

8	What teens share online is dwarfed by what they consume. Pre-Internet, you had to hoof it to the grocery store to find a magazine with celebrity bodies – or at least filch* your mother's copy from the bathroom. Now the pictures are as endless as they are available. Teens can spend hours fixating on the toned arms or glutes* of celebrities, who hawk their bodies as much as their talent.	35
9	The meteoric rise of the 'wellness' industry online has launched an entire industry of fitness celebrities on social media. Millions of followers embrace their regimens for diet and exercise, but, increasingly, the drive for 'wellness' and 'clean eating' has become stealthy cover for more dieting and deprivation. This year, an analysis of 50 so-called 'fitspiration' websites revealed messaging that was indistinguishable, at times, from pro-anorexia (pro-ana) or 'thinspiration' websites. Both contained strong language inducing guilt about weight or the body, and promoted dieting, restraint and fat and weight stigmatisation. Writing in <i>Vice</i> , 24-year-old Ruby Tandoh recounted how a focus on 'healthy' and 'clean' eating and 'lifestyle' enabled her to hide her increasingly disordered eating and deflect concerned peers. 'I had found wellness,' she wrote. 'I was not well.'	40 45 50
10	Many teens are media-literate about movies and magazines: they take in digitally altered images with a critical eye. Less clear is how <i>social</i> media-literate they are. The older adolescents I work with often shrug off conversations about the perils of social media with a 'duh' or 'I know that already'. That doesn't mean they're not listening, or feeling worried that their bodies don't measure up. (Besides, this population is hardly famous for gushing gratitude for parental advice.)	55
11	So what can parents do? Ask teens their opinion of the ways people modify their own appearance online: Why do people do it? What do they gain, and from whom? Sometimes just naming a feeling as normal can make a young adult feel less alone. It never hurts to tell teens that they matter more than their looks. As they peer into the mirror on the screen, a good old-fashioned 'I love you exactly as you are' may be more timely than ever.	60

[Adapted from [www.time.com](http://www.time.com)]**GLOSSARY****\*filch – to 'steal' something, especially something small and not very valuable****\*glutes – muscles****AND**

TEXT B

# Social Media Fuels Negative Body Image

**64%** of women report that looking at pictures on sites like Facebook and Instagram makes them feel low about their body.

**54%** percent of women—  
**13%** more than in 1984—are unhappy with their body, and

**80%** say just looking in the mirror makes them feel low.

**On low body image**

- 30%** of women with low body image have stopped having physical relationships
- 27%** of women with low body image have stopped meeting new people
- 17%** of women with low body image have stopped dating

© KPG Mac P/L

[Source: Adapted from *Glamour Magazine*, 2015]

The text in small font reads as follows:

**Self**  
Life. Health. Happiness. Love.  
#iselfmagazine

**QUESTIONS: TEXT A**

- 1.1 What do you understand by the expression 'ageing down of smartphone ownership' (line 3)? (2)
- 1.2 Explain what the writer means by 'teens sling insults with the recklessness that comes only with anonymity' (lines 7–8). (2)
- 1.3 Refer to paragraph 2.  
What is the effect of the single line paragraph? (2)
- 1.4 Refer to paragraph 4 (lines 16 and 17): 'The most vulnerable users, researchers say, are the ones who spend most of their time posting, commenting on and comparing themselves to photos.'  
Comment on the implication of this sentence in context. (2)
- 1.5 Discuss how the diction in paragraph 5 reveals the writer's attitude towards the way social media are used. (3)
- 1.6 Refer to paragraph 8.  
Comment on the writer's tone in this paragraph. (3)
- 1.7 Critically discuss whether paragraph 9 supports the title of the article. (3)
- 1.8 In your opinion, is the final paragraph a suitable conclusion to the article?  
Justify your response with reference to the text as a whole. (3)

**QUESTIONS: TEXT B**

- 1.9 Discuss the appropriateness of the image of the woman. (2)
- 1.10 Comment on the use of statistics. (2)
- 1.11 Refer to the following:



Discuss the significance of the visual image and written text, 'Self' and 'Life. Health. Happiness. Love.' in the context of TEXT B. (2)

**QUESTION: TEXTS A AND B**

- 1.12 In your view, does TEXT B support the views expressed in paragraphs 6 and 7 of TEXT A? Justify your response. (4)

**TOTAL SECTION A: 30**

**SECTION B: SUMMARY****QUESTION 2: SUMMARISING IN YOUR OWN WORDS**

TEXT C provides a discussion on assertive communication. Summarise, in your own words, **the aspects of constructive criticism that facilitate effective communication.**

- NOTE:**
1. Your summary should include SEVEN points and NOT exceed **90 words**.
  2. You must write a fluent paragraph.
  3. You are NOT required to include a title for the summary.
  4. Indicate your word count at the end of your summary.

**TEXT C****HOW TO GIVE CONSTRUCTIVE CRITICISM**

Assertive communication and constructive criticism are important tools in building an empowered team. Laura Kennedy from Wellness says that when communicating with co-workers, clear communication facilitates understanding and solution finding.

Assertive communication is not about dominating a situation, but rather allowing for collaboration between employees. Open dialogue must be created so that all employees can participate. Businesses that do not encourage assertive communication often follow a hierarchical system which limits their growth. Everyone should be encouraged to brainstorm to find solutions. Constructive criticism guides people rather than breaking them down. It creates a platform where all possible solutions can be considered. Kennedy says it's more accurate to think of it as effective feedback. Constructive criticism allows for career development.

Kennedy says it is better to communicate with someone on a personal level first. E-mails do not have the benefit of tone and body language to guide the conversation. Without these non-verbal clues there is more chance you will be misunderstood and even run the risk of the conversation being perceived as a personal attack. To avoid one-sided dominance, go into each communication with an understanding of your goal and an open mind about how to get there. This includes understanding the context in which the communication occurs.

During the conversation be decisive rather than uncertain. If you think and talk about yourself positively it creates an impression of credibility.

When starting a conversation be careful of being accusatory. You need to talk about the behaviour that is problematic, not the person. This requires you to get into a meeting with all the facts. There is a debate over whether or not to include emotion when addressing an issue. Kennedy says it's impossible to leave it out, as emotion drives most decisions. Afterwards, draw up clear points about what was discussed and what is expected. This clarifies understanding and minimises confusion.

Clear communication paths reduce frustration, allow teams to work more effectively to reach their goals and allow for higher engagement. Conflict is reduced when there is a focus on facts.

[Adapted from *Succeed*, October 2013]

**TOTAL SECTION B: 10**

**SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS****QUESTION 3: ANALYSING ADVERTISING**

Study the advertisement (TEXT D) below and answer the set questions.

**TEXT D**


Did you ever want to learn karate so badly it hurt? So you nagged and nagged and nagged till your folks finally gave in. They bought you all the kit, found a class and paid for six months of lessons, non-refundable. So you started karate. And it was awesome. For the first three lessons. Then the novelty wore off. So you told your folks that you really really more than anything in the whole wide world wanted to learn to play the guitar. Whilst other dads would have relented and bought the guitar, your dad was our kind of guy. He made you go back to that karate class every week, kicking and screaming, till you finished all six months of lessons. And so you learnt to respect your dad for teaching you staying power, commitment and persistence. And he learnt to respect you. He had to, you became a third dan. For more information call 0860 000 654 or your financial adviser, or visit [www.allangray.co.za](http://www.allangray.co.za)

**ALLAN GRAY**  
LONG-TERM INVESTING

[Source: [www.adsoftheworld.com](http://www.adsoftheworld.com)]

The text in small font reads as follows:

Did you ever want to learn karate so badly it hurt? So you nagged and nagged and nagged till your folks finally gave in. They bought you all the kit, found a class and paid for six months of lessons, non-refundable. So you started karate. And it was awesome. For the first three lessons. Then the novelty wore off. So you told your folks that you really really more than anything in the whole wide world wanted to learn to play the guitar. Whilst other dads would have relented and bought you the guitar, your dad was our kind of guy. He made you go back to that karate class every week, kicking and screaming, till you finished all six months of lessons. And so you learnt to respect your dad for teaching you staying power, commitment and persistence. And he learnt to respect you. He had to, you became a third dan. For more information call 0860 000 654 or your financial adviser, or visit [www.allangray.co.za](http://www.allangray.co.za)

**ALLAN GRAY**  
LONG-TERM INVESTING

**QUESTIONS: TEXT D**

- 3.1 What is the purpose of the rhetorical question, 'Did you ever want to learn karate so badly it hurt'? (2)
- 3.2 '... your dad was our kind of guy.'  
Is this clause effective in promoting the advertised product? Substantiate your answer. (2)
- 3.3 Comment on the impact of the visual image in the context of the advertisement. (3)
- 3.4 The advertiser uses a variety of language styles in the written text.  
Critically discuss any TWO styles that are intended to convince the reader. (3)
- [10]**

**QUESTION 4: UNDERSTANDING OTHER ASPECTS OF THE MEDIA**

Study TEXT E below and answer the set questions.

**TEXT E: CARTOON**



[Source: [www.gocomics.com](http://www.gocomics.com)]

**QUESTIONS: TEXT E**

- 4.1 Examine Frames 1, 2 and 3.  
Give a reason for the varying positions of the boy and girl. (2)
- 4.2 Account for the difference in the facial expressions of the woman in Frame 4 and the mother in Frame 6. (2)
- 4.3 Comment on any TWO visual elements in Frame 5. (3)
- 4.4 Critically evaluate the cartoonist's use of satire. (3)
- [10]**

**QUESTION 5: USING LANGUAGE CORRECTLY**

Read TEXT F, which contains some deliberate errors, and answer the set questions.

**TEXT F****BREAK TIME – BUT IS IT REALLY A HOLIDAY?**

- 1 This has felt like a very long year. I am satisfied with the old-fashioned nine to five weekday. But I need a break!
- 2 The challenge is that whenever I take a break from the saltmines, I return exhausted. Holidays, that highlight of the year, is not for the faint of heart. Rushing around airports, clutching heavily packed tourist schedules. Well-meaning people have often advised me: 'You know what you need to do? Stay home!' 5
- 3 This is even less relaxing. You either get cabin fever or one sees something that needs fixing. I enjoy a visit to Builders' Warehouse as much as the next guy (I know they don't use an apostrophe, like I do, but they really should.) It's just not a break. 10
- 4 Relaxing is the absence of a large amount of activities. Yet we are predisposed to believe that our answer should always be, 'I have such a demanding schedule!' Stop. Just stop. It's called a vacation because you need to vacate stuff and relax. Don't feel the need to do every single touristy thing on offer. Recharge your batteries, don't delete them even further. 15

[Adapted from *Longevity*, October 2015]

**QUESTIONS: TEXT F**

- 5.1 Correct the error of concord in paragraph 2. (1)
- 5.2 'Rushing around airports, clutching heavily packed tourist schedules.' (Line 5)  
Rewrite the sentence above as a full sentence. (1)

- 5.3 What is the subject of 'Stay home!' (line 7)? (1)
- 5.4 Rewrite the following in the passive voice:  
'Well-meaning people have often advised me.' (Line 6) (1)
- 5.5 'You either get cabin fever or one sees something that needs fixing.'  
(Lines 8–9)  
Rewrite the sentence above so that it is grammatically correct. (1)
- 5.6 Why is an apostrophe used in 'Builders' Warehouse' (line 9)? (1)
- 5.7 Account for the use of brackets in line 10. (1)
- 5.8 'Relaxing is the absence of a large amount of activities.' (Line 12)  
A word has been used incorrectly in the above sentence. Write down the word  
that should have been used instead. (1)
- 5.9 The expression 'vacate stuff' (line 15) is idiomatically incorrect.  
Provide a suitable synonym for 'vacate'. (1)
- 5.10 Correct the malapropism in line 16. (1)
- [10]**

**TOTAL SECTION C: 30**  
**GRAND TOTAL: 70**